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MANAGING ENGLISH FOR FRONTLINERS (EFF) IN "DARUSSALAM" COMMUNITY-BASED JOB TRAINING CENTER

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Abstract: The problems of unemployment rate because of lack of access to vocational trainings, especially English language trainings, drove the Indonesian Ministry of Manpower established community-based Job Training Centers. One such community-based Job Training Center (JTC) established is Darussalam JTC. This study aims to examine the implementation of the effective management of the *English for Frontliners* (EFF) course at Darussalam community-based Job Training Center (JTC). A qualitative research approach with a case study design was employed, utilizing documentation analysis and interviews. The findings reveal that the course had Government-driven preparation system with proposal submission, cooperation agreement, instructor training

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and certification, curriculum based on the national curriculum standards, and transparent trainee recruitment and registration. The course, then, was implemented with standards-based implementation with *Pesantren* value integration, and dual evaluation system with tests and report.

Keywords: *English, course, management, pesantren*

INTRODUCTION

In order to achieve good and stable growth, a nation needs gradual and continuous development although the employment issue still has significant attention. One important factor influencing the entire economy is the unemployment rate. The high unemployment rate in the national level of economy is negative to both the economy and society (Moridian et al., 2025).

Indonesia has the highest unemployment rate among the 10 ASEAN countries, coming in at number seven overall (Pradana et al., 2024). Indonesia needs to increase its human resources through a variety of techniques in order to accomplish its development goals and reduce its high unemployment rate (Pradana et al., 2024). The problem of individuals who do not match the employment standards has raised the number of unemployed people. The employment possibilities that are currently available require people to possess skills and a degree of education that is relevant to their demands.

In this case, job training programs can be a useful tool for enhancing labor market outcomes and productivity to reduce unemployment rate (Pratiwi & Widiyarta, 2023; Doerr & Novella, 2024) through vocational education institutions leading to prepare community for the workforce and for life in the competitive nature of the global economy and helping them develop professional behavior (Mahbub, 2018; Yıldırım & Bal, 2023).

The institutions should significantly enhance the capability of potential students or employees and boosts their competence, skills,

capacities, and self-confidence (Esha, 2019). The objective of any potential course is to give potential employees the knowledge and skills they need to swiftly and affordably reach the performance standards needed for their positions.

The Government through the Ministry of Manpower built 3,757 Community based Job Training Centers (JTC) to increase the distribution of job training institutions and also bring access to the community closer, from 2017 to 2022. The Community based JTC or Balai Latihan Kerja Komunitas (BLKK) were mostly established in religious institutions such as *Pesantren*, Pasraman, seminaries, and other communities having roles to provide competency-based job trainings with Indonesian national job competency standards (Ulfha et al., 2022) in promoting the government trainings projected for people having difficult access to job trainings can be facilitated to improve their skills, their abilities, ultimately increasing their employability and financial stability (Nuraeni et al., 2022; Safiudin et al., 2024).

People requiring access to the training centers are of frontliners. Frontliners are essential to the flawless delivery of the company's goods and services (Le et al., 2021). Frontliners as a particular subset of important workers are essential to value development and service innovation. Based on a research conducted by Guritno (2020), some frontliners speak English with a respectable level of proficiency, while others seem to find it more difficult to convey even a single sentence. Frontliners require English language skills to be able to communicate with guests in a foreign language and avoid miscommunication. Communication between frontliners is crucial for a number of reasons, including responding to inquiries from guests on hotel services, information requests from sales and marketing departments, requests in guest rooms, and reservations (Datu et al., 2020). Frontliners speak a more formal language than people who communicate on a daily basis. Since 60 seconds is the first strategic decision for anyone looking to hire one or more, frontliners must talk simply and succinctly. The biggest problem they have is speaking English, cultural awareness, grammar, listening, and vocabulary.

English for Frontliners (EFF) is a course necessarily conducted by a Community based JTC for helping the frontliners in handling the guests with the unit list from Indonesian National Work Competency Standards. The units promoted are greetings, introductions, writing summaries and writing reports, making phone calls, using common expressions when telephoning, and having basic and intermediate daily conversations at work. Mariati et al. (2021) suggest three topics for EFF course including handling group for guests in the process of check in, handling group for guests in the process of check out, and payment. Meanwhile, Wibawa et al. (2021) promote four important units in EFF namely reservation cancellation and renewal, group reservation management (both verbally and in writing), and individual reservation handling (both verbally and in writing). The module development related to English for frontliners is also necessary (Sudirman et al., 2022).

English for Frontliners (EFF) course is a branch of English for Vocational Purposes (EVP). As stated by Anthony (2018) EVP is the subcategory of English for Occupational Purposes (EOP). EOP itself is discussed in English for Specific Purposes introduced about 50 years ago in response to the growing attention of schools and teachers to pay attention and respond to their students' needs, the rapid revolutions in theoretical linguistics, and the global pressure for fast-paced language instruction in professional and occupational contexts (Salmani-Nodoushan, 2020).

According to Hans and Hans in Ghafar (2022), the term "specific" in ESP is quite similar to "special" or the exact objective. An ESP training is based on the ideas of training since the global economy develops quickly and the necessity for ESP training rises accordingly. It has established into an important facet of learning English as a Foreign Language or EFL (Agustina, 2014) in which global connection and interaction have fueled the rapid development of foreign language education having an impact on the lives of vast numbers of people (Maden & Kaya, 2023). Moreover, they can acquire language skills that immediately relate to their industry environment by taking ESP

courses matching their professional goals and interests. This will improve their employability and communication in the workplace (Wijayanto et al., 2023)

Because ESP courses must be established based on the demands of the learners, the course needs to be based on the learners' interests and needs beginning with an examination of the needs of the pupils, an assessment of their learning style, and an encouragement of language use taught to students in accordance with their present learning requirements and objectives (Lestari & Sukarni, 2024).

Awaliyah et al. (2021) states that English courses is managed in a number of steps, including planning, administration, and academics. In managing the English for Frontliners course, good management is required and careful management influences the effectiveness, efficiency and success of administering language courses and the participation of all employees to increase quality and efficiency (Srijono, 2015; Polishchuk & Horbatiuk, 2023). Organizational goals will be ideally realized with effective management; on the other hand, they will be extremely difficult to achieve without good management (Sherly et al., 2020).

Hence, this study tries to investigate how the course of English for Frontliners (EFF) is managed in "Darussalam" Community based JTC of Darussalam. Darussalam Community based Job Training Center (JTC) is one of Community based JTCs built in Banyumas regency. The course management of EFF in the Community based JTC of Darussalam is based on the values of *Pesantren* in which CJTC of Darussalam is located in Pondok *Pesantren* Darussalam under the auspices of the foundation of Darussalam Sunan Bonang. Its vision is to be a JTC advanced in creating professional and competent outputs in foreign languages with *pesantren* values. The JTC also tries to enable the students speak English in *pesantren* (Solichin, 2018). Darussalam is a *pesantren* inserting English in its curriculum. In terms of student enrollment, innovative *pesantren* programs, and the infrastructure supporting students' learning, this *pesantren* has made significant progress. Governments and the local, regional, and national

communities are growing more acquainted with Darussalam *pesantren*. It offers a language program in Arabic and English with a focus on proficient command of both languages (Hilyatin, 2020).

Although several studies have looked at English for Frontliners (EFF) from the viewpoints of vocational relevance, linguistic demands, and material development, there is still a dearth of study on how EFF courses are run in Community-based Job Training Centers (JTCs). The majority of the work now in publication concentrates on either the structure of EFF instructional units (Mariati et al., 2021; Wibawa et al., 2021, Sudirman et al., 2022) or the linguistic abilities needed by frontliners (Guritno, 2020; Khalida et al., 2017). However, the management component including planning, implementing, and evaluating in EFF programs has not been thoroughly investigated, particularly in relation to community-based and religiously oriented training facilities like *pesantren*.

This study is different from previous studies because it does not just focus on EFF materials, learners' needs, or linguistic results. Previous studies have focused on ESP material development or vocational English competence, but no research has examined EFF course management within a *pesantren*-based JTC integrating national standards and religious values. This study examines the entire management process of an EFF course within a JTC that is embedded in a *pesantren*. It explores how the institutional vision, organizational structure, resource management, stakeholder involvement, and pesantren values affect the delivery of EFF. This leads to an obvious gap in the literature. Not many people know about how EFF courses are actually run and no studies have looked into the administration of EFF programs at JTCs set up within *pesantren* environments, where cultural, religious, and linguistic values interact specifically with vocational training.

Consequently, the study offers several contributions. Theoretically, this study broadens the theoretical discussion of English for Vocational Purposes (EVP). For JTC administrators, trainers, and legislators looking to increase the efficacy of EFF courses and boost

frontliners' vocational preparation, it offers practical ideas. Practically, the study provides a repeatable management model for community-based job training facilities, outlining best practices in dual certification, transparent hiring, curriculum implementation, instructor certification, and active learning. In terms of methodology, the study shows the value of a qualitative case study approach that looks at vocational training management using triangulation, document analysis, and interviews.

METHOD

Research Design

This study used a case study design at an analytical–descriptive level of explanation and fundamental research with a qualitative approach. In order to investigate the management of a government-funded English for Frontliners (EFF) course implemented in a community-based and *pesantren*-affiliated job training center, the case study approach was chosen because it allows for a thorough examination of intricate managerial and instructional processes within their real-life context. A thorough grasp of intricate social and educational processes is made possible by the case study technique, which permits an in-depth analysis of a specific phenomenon within its real-life context. A case study is a type of qualitative analysis wherein an individual, a circumstance, or an organization is thoroughly examined (Khan, 2022). The research actions adhere to Robert K. Yin's guidelines for thoroughly and in-depth case development (Yin, 2003). The researchers examined the management of the English for Frontliners course at Darussalam Community based JTC located in Banyumas regency. To begin the research process, Yin refers to the process as a "study bank," which is a collection of publications that are relevant to the study topic. The Study Bank was carried out by reviewing literature on course management, ESP, and Frontliners.

Participants and Data Source

Purposive sampling was used to choose the participants, focusing Purposive sampling was used to choose the participants on those who had relevant experience and were directly involved in the administration and execution of the EFF course. Six key informants who were directly involved in the administration and execution of the EFF course made up the study's participants. The 3 staffs are handling finance, curriculum, and SiapKerja site. The two are English for Frontliners instructors, and the other one was the head of the Darussalam Community-based JTC (see Table 1 for the detail). Primary and secondary data were the two types of data sources. Transcripts of the informants' interviews made up the primary data. Twelve (12) institutional documents that were submitted to the Vocational and Productivity Training Center (VPTC) as secondary data included course proposals, memoranda of agreement, curriculum and syllabi, training modules, recruitment materials, competency certificates, evaluation reports, satisfaction survey results, and accountability reports.

Table 1.

The Information of Interviewed Participants

Participant Code	Gender	Role/Positions	Qualifications
EB	Male	Head/Chairman	Doctorate
NR	Female	Instructor	Master's degree
AB	Male	Instructor	Master's degree
MN	Female	Finance Staff	Bachelor's degree
AJ	Female	Curriculum Staff	Bachelor's degree
YY	Male	SiapKerja Site Administrator	Bachelor's degree

Research Instruments

Semi-structured interview guidelines with open ended questions and document analysis checklists were the primary research tools utilized in this study. There were 3 big themes of interview questions regarding planning, implementation, and evaluation with 10 questions. In planning, the indicators are the steps of the initial

program, the curriculum, the instructors qualification, the facilities, and management support. In the implementation, the indicators cover teaching process, EFF materials and media, and the integration of the process with *pesantren* values. The indicators of the evaluation cover the internal and external evaluation (see Table 2 for the detail). An additional tool for confirming and enhancing the information gleaned from interviews was document analysis. Additionally, a thorough analysis of the literature on course management, English for Specific Purposes (ESP), and Frontliners training led to the establishment of a study bank, as suggested by Yin.

Table 2.
Blueprint of the Interview

Category	Indicator	Item Number
Planning/ Preparation	The steps of the initial program	1
	The curriculum	2
	Instructors qualification	3
	Facilities	4
	Management support	5
Implementation	Teaching process	6
	EFF materials and media	7
	The integration of the process with *pesantren* values	8
Evaluation	Internal evaluation	9
	External evaluation	10
	Total Items	10

Data Collection

Data were collected through semi structured interviews and documentation to investigate the EFF course management at Darussalam CJTC. Semi structured interviews were conducted to clarify the planning/preparation, implementation, and evaluation process. The documentatary data obtained were course proposals and reports, agreement, modules, tests and surveys, and SiapKerja system. The integration of the interview and documentation proved the triangulation and enhanced credibility of the findings.

Data Analysis

Database compilation, data disassembling, data reassembling, data interpretation, and conclusion drafting comprised Yin's five-stage analytical method. In the data compilation, compiling the interview results and related documents were conducted. Data disassembling process involved classifying and coding data. To find significant units, interview transcripts and documents were initially classified line by line.

All interview recordings were transcribed manually by listening to the interview recordings and typing the data verbatim. Then, the transcripts were read repeatedly to gain in-depth understanding of the data. The meaningful units were coded initially by labeling to find out the data segments reflecting concrete actions and process. The initial codes were compared with theoretical prepositions from course management and ESP to help identifying consistencies between the findings and the expected patterns and these were supported by existing documents. The similar codes or related codes were grouped into broader categories representing the preparation, implementation and evaluation. Afterwards, the researchers developed explanations analytically by examining the relationships from those categories to be emerging themes. Finally, the themes were interpreted related to the research objectives and theories ended by conclusion drawing. The interpretation used Yin's model by developing theoretical propositions, pattern matching, explanation building, and cross-stage synthesis.

Table 3.
Codes, Indicator, and Category

Category	Indicator	Initial Code
Planning/ preparation: Government-driven Preparation System	Government initiation with course proposal submission	Government program initiation
		Government program invitation
		Proposal submission to the government

		Formal process of proposal submission
	Cooperation agreement with the government	MOA signing with the government
	Instructor certification for EFF competencies and Methodology	Instructor training
		Instructor certification
	Preparation of curriculum (national standard units, syllabus, modules, lesson plans and media)	National standards curriculum and syllabus
		Modul availability
		The provision of media
	Trainee Recruitment	Promoting the program
		Selecting for trainees
	Registration of the accepted trainees	Trainees Commitment
		Trainees registration to the government system
Implementing: Standards-based Implementation with *Pesantren* Value Integration	Training for 240 Hours involving the management team, instructors and participants	EFF Training for 240 Hours Involvement of participants Involvement of Instructors Involvement of management team
	Availability of training facilities supported by the government	Availability of learning resources
		Availability of learning facilities from governent
	Interactions among instructors and students with *Pesantren* values	Interaction with pesantren values and norms
		Respect to teachers
	Active and creative learning with professional instructors	Active students
		Creative instructors
Evaluation: Dual evaluation systems with tests and surveys	Internal competency tests with a certificate from the Ministry of Manpower	Written competency tests
		Oral competency tests
		Certificate provision from the ministry
	External Competency Test from Professional Certification Institutions	Competency test with Profession Certification Institution
		Survey in the end of training
	Internal Satisfaction Survey	Distributing questionnaires related to instructors

		Conducting survey related to the process and facilities
	External Report to VPTC of Semarang	Reporting stage from planning to the end
		Reporting related to the funding accountability by management to VPTC
	External Periodic evaluation for training alumni	3 monthly evaluation after training
		Evaluation for alumni filled in the government system

The study used a number of validation techniques to guarantee reliability. Triangulation and ongoing interaction with pertinent material improved credibility. Expert review by ESP course design specialists improved reliability. The first expert was an academic of ESP experienced in ESP course design. He assessed the alignment between the data and the interpreted themes. The second was a practitioner of vocational training from the manpower department of Banyumas confirming the result with the vocational training practice and standards. To reduce researcher bias and guarantee that conclusions were supported by the information gathered, confirmability was achieved by comparing results across several data sources.

FINDINGS

The researchers discovered how the English for Frontliner course was managed at the Darussalam's Community Job Training Center. This course has been implemented five (5) times with the course funding from the Ministry of Manpower, Indonesia.

Government-driven preparation system

The Ministry of Manpower, through the Vocational and Productivity Training Center (BBPVP) of Semarang, oversaw the government-driven implementation of the English for Frontliners (EFF) course throughout the preparatory phase. A formal program

offered to the community-based JTC was the first step in the process. Next came the standardization of human resources, which required instructors to finish and get certification from the EFF Basic Instructor Training and Teaching Methodology program. In order for teachers to conduct the training, this qualification served as an institutional requirement.

A proposal-based funding method, in which the Darussalam Community-Based JTC presented an official request to get government funding, was used to guarantee infrastructure and operational readiness. Following approval, a Memorandum of Agreement (MoA) establishing program governance and administrative responsibility was signed with the Vocational and Productivity Training Center (VPTC) of Semarang. After this approval, instructors created lesson plans, modules, and curricula that were in line with national competency standards. Meanwhile, managers coordinated the administration of the training and recruited participants using government-compliant methods, such as the distribution of e-pamphlets, selection interviews, and the requirement that accepted trainees register in the Ministry of Manpower's SiapKerja system. See the detail on Table 4.

Table 4.

The Government-driven Preparation system of EFF Course in Darussalam Community Job Training Center

No	Indicator	Documents	Interview
1	Government initiation with course proposal submission to the government	Course proposal to the Vocational and Productivity Training Center of Semarang (VPTC)	*"The program at Darussalam JTC is a program held by the Ministry of Manpower … " (EB)* *"The initial stage before implementing the EFF is that there is an invitation for program assistance from the government" (MN)* *"We submitted a proposal for training during the MOA signing" (AB)*

2	Cooperation agreement with the government	MOA between Darussalam JTC and Vocational and Productivity Training Center of Semarang (VPTC)	"*There was an MOA signing between CJTC of Darussalam and VPTC Semarang.*" *(YY)* "*We, the management team, submit a proposal first to the center*" *(AJ)*
3	Instructor certification for EFF competencies and Methodology	Training certificate and competency certificate of the instructor	"*Instructors were given training in Surakarta, then notification from Semarang to hold training at CJTC" (EB)* "*We were given EFF training first, namely EFF Basic Training and Teaching Methodology*" *(NR)*
4	Preparation of curriculum (national standard units, syllabus, modules, lesson plans and media)	• The EFF Training Guide from the Ministry of Manpower including a curriculum in the form of a list of competency units and a syllabus • Training Module	"*There is already a syllabus based on the national standard curriculum from the Ministry of Manpower*" *(NR)* "*the management prepares everything needed for the training, starting from preparing administration, modules, including looking for participants with open recruitments, etc.*" *(AJ)* "*The training is guided by the instructor and there are already available modules for the material*" *(MN)* *"There are 7 competency units in EFF, namely: Greetings (15 Hrs), Introductions (15 Hrs), General expressions in telephoning (34 Hrs), Making telephone calls (34 Hrs), Basic daily conversations at work (42 Hrs), Intermediate daily conversations at work (42 Hrs), Creating summaries and reports (38 Hrs), Soft skills (20 Hrs)" (NR)*
5	Trainee Recruitment	• E-Pamphlete • Results of participant recruitment and selection	*"Making and spreading e pamphlete of the EFF course" (MN)* "*Then we carry out recruitment and selection of participants because*

		• Statement of participant's commitment	*each training has a maximum capacity of 16 participants."* *(YY)* *"Participants who have passed the selection stage and have signed a statement letter are ready to take part in every lesson in the training"* *(MN)*
6	Registration of the accepted trainees	List of registrants on the SiapKerja site	*"Those who pass the selection are required to register on the Ministry of Manpower's SiapKerja page."* *(NR)*

Standards-based Implementation with *Pesantren* Value Integration

In implementing the course, the English for Frontliners (EFF) course was implemented using a standards-based instructional framework that integrated *pesantren* ideals into everyday learning practices and was in line with national competency requirements. According to the national EFF curriculum, the program was officially launched with a ceremonial opening and ran for 240 teaching hours (45 minutes per hour), consisting of one soft skills unit and seven English proficiency units. To guarantee content uniformity, instructional materials were standardized, and the Job Training Center replicated and disseminated training modules.

In order to foster learner engagement and communicative competence, the teaching and learning process was conducted by certified professional instructors using active and creative learning strategies, such as brainstorming sessions, circular seating arrangements, outdoor learning, and language laboratory activities. The program, which was funded by the government, had sufficient facilities, such as classrooms, a language lab, educational materials, and teaching aids, to facilitate the successful execution of the curriculum.

Since the course was supported by the government, the facilities like the building, language laboratory, the learning tools and media were complete. The course held followed the values of *pesantren*. The training atmosphere mirrored *pesantren* norms and values

concurrently with competency-based instruction, especially with regard to dress code, polite conduct, observance of prayer times, and respect between participants and teachers. Transparency and adherence to institutional rules were ensured by documenting and reporting program execution in conformance with government accountability standards. The details are provided in Table 5.

Table 5.
Standards-based Implementation with *Pesantren* Value Integration

No	Indicator	Documents	Interview
1	Training for 240 Hours involving the management team, instructors and participants	• EFF Training Manual • Training Module	*"The training starts for 1 month, every day they study from 7 to 3 in the afternoon. The training content is in accordance with the established curriculum, namely the English for Frontliner curriculum from the National Competency Standard" (EB)* *"Those involved in the training process are participants, instructors and managers." (M N)* *"Training uses a competency-based curriculum consisting of competency units. The total training time is around 240 Hours, including English and Soft Skills competency units." (AB)*
2	Availability of training facilities supported by the government	• Facilities and Reports • Module book • Exercise book • Training videos • Training photos	*"Facilities include stationery, work clothes, computer lab, learning media, etc." (EB)* *"In EFF training, the facilities available apart from buildings, classrooms and language labs are supporting materials during learning." (MN, YY)* *"The facilities needed for training are stationery, computers, uniforms, teaching aids and lunch." (AJ)*

			"Each participant has a module, the course is guided by instructors who are experts in their field of course." (AJ)
3	Interactions among instructors and students with *Pesantren* values	Photos and videos of training	*"Interaction is in accordance with pesantren values and norms, including those outlined in rules such as dress and behavior." (EB)* *"Because Darussalam JTC is located in a pesantren, the values are closely related to Pesantren. In every prayer time there is a break for noon prayers and an afternoon prayer for Asr prayers" (AB)* *"The interaction between each training component implements Islamic boarding school values such as teamwork in reporting training program accountability and respecting each other according to their respective roles, for example respecting instructors as teachers during training." (MN)*
4	Active and creative learning with professional instructors	• Training videos • Training photos	*"In the lesson, the participants take part in the lesson by sitting in a circle for brainstorming, sometimes outside the classroom and they are given teaching modules and exercise books. They are quite active and the instructor has to be creative so that the class doesn't get boring. There is also a lot of practices in it" (NR)*

Dual Evaluation System with Tests and Report

The English for Frontliners (EFF) course was evaluated using a dual evaluation system that included administrative responsibility and competency assessment. Two levels of competency evaluation were

used: external certification tests given by a Professional Certification Institution (PCI/LSP) and internal assessments carried out by instructors both during and after each competency unit. Through this approach, learners received dual certification—a nationally recognized EFF competency certificate from the PCI and a training certificate from the Ministry of Manpower.

Participant satisfaction surveys, which recorded trainees' opinions of facilities, course execution, and instructional quality, were used to evaluate the process. Simultaneously, written reports that documented both financial responsibility and training quality were submitted to the Vocational and Productivity Training Center (VPTC) of Semarang, ensuring institutional accountability. Additionally, post-training alumni monitoring was carried out on a regular basis to assess job outcomes, expanding the evaluation beyond training completion and establishing a connection between course efficacy and labor market relevance. Table 6 describes the details.

Table 6.
Dual Evaluation System of EFF Course with tests and surveys

No	Indicator	Documents	Interview
1	Internal competency tests with a certificate from the Ministry of Manpower	• Internal Competency Test Results • Copy of certificate from the Ministry of Manpower	"*Evaluation is carried out after every competency unit is completed, consisting of written and oral evaluations. Then closed with UJK from the Ministry of Manpower directly.*" *(AJ)* "*After the training is tested for suitability, if you are competent you will be given a certificate by the Ministry of Manpower*" *(YY)*
2	External Competency Test from Professional Certification Institutions	Competency Certificate File	"*Those who are selected and pass the internal test are registered to take the competency exam at one of the LSPs appointed by VPTC Semarang so that they get a competency certificate from BSNP*" *(NR)*

			"Evaluation is carried out comprehensively, during training, namely after completing learning in 1 competency unit, written and oral evaluations are held. "Then after the training there is a Competency Test from the center." (AJ)
3	Internal Satisfaction Survey	Survey Results	*"Evaluation is carried out by distributing questionnaires from training participants providing feedback to instructors and matters related to the training process" (EB)* *"Evaluation of learning materials is carried out at the end of each season. Evaluation of the training program is carried out at the end of the training in the form of filling out questionnaires by participants regarding instructors, training materials, training facilities, performance of staff or training managers." (MN)* *"Post-training evaluation is related to satisfaction surveys with facilities, training processes and instructors" (YY)*
4	External Report to VPTC of Semarang	Report to VPTC of Semarang	*"After the training, we have a reporting stage where this stage is the stage of accountability for everything that happens from planning to planning the placement of EFF alumni." (AJ)* *"The report is carried out by the management team." (YY)*
5	External Periodic evaluation for	Post training evaluation	*Post-training evaluation is carried out every 3 months for one year by filling in the questionnaire*

training alumni	*contained in SiapKerja system."* *(M N)*
	"*After the training has been complete, there is an evaluation for alumni through the SiapKerja application by the Ministry of Manpower approximately once every 6 months." (AJ)*

DISCUSSION

The results show that a government-led, systems-oriented course management model best describes the administration of the English for Frontliners (EFF) course at Darussalam Community-Based Job Training Center (JTC). The interrelated components, bounded regulation, process of transformation, and structured inputs operating a shared goal is part of system theory (Adams, 2012). The EFF program had standardized input-process-output following the Ministry of Manpower. The inputs were financial support, facilities, certified instructors, national competency-based curriculum, and SiapKerja site. These define the system's initial condition.

The JTC is apparently a government assistance program to the community in the form of establishing a community based JTC building along with equipment according to the type proposed training and over 2 years, it will be facilitated to increase management capacity, instructors and budget allocation for implementing the training package. The JTC serves as an implementing unit while the Ministry of Manpower is the main regulator that provides essential inputs especially in the early phase of institutional growth. This top-down structure guarantees institutional readiness, consistency, and continuity.

The phenomenon indicates that the course was owned by the government and not initiated by the Darussalam JTC. It shows a top-down supports as a national strategy to increase community workforce. It is part of Government Support Policies (GSP) which help in the development and establishment of the institution, its capacity

building, and environment to better meet the needs of the institution and personnel (Prasannath et al., 2024). However, it is not a kind of the dependency of the JTC to the government fund but because of the mutual program based on the Memorandum of Understanding or Cooperation Agreement between JTC of Darussalam and VPTC Semarang as the representation of the central government. The documents are essential to define specific areas of cooperation and collaboration that the parties concerned to pursue as well as to form a partnership or collaborative connection between pertinent parties (Carvajal, 2023). The documents support the community based JTC programs showing the government's EFFort to increase the distribution of training institutions. With the existence of the community based JTC, it is hoped that the community will have skills that can be recruited by the business world and industry.

Government prepares the training for the instructors in the community based JTC of Darussalam through Basic Instructor Training for EFF competencies and Methodology. Human capital and capacity-building theories, which stress that trainer competency is a crucial factor in determining training quality, are reflected in the mandated certification and upgrading of instructors. The government guarantees congruence between instructional delivery and national competency standards by mandating that instructors have both methodological and technical competencies. Adopting a competency-based curriculum also represents outcome-oriented course management, in which learning objectives are clear, quantifiable, and closely related to the demands of the labor market.

In particular, the community based JTC built by the government needs permanent instructors which are still deficient and outdated in training materials, and require a constant improvement in skill and knowledge. The instructors are taught the competencies and skills to be able to prepare syllabus, modules, and lesson plans for the EFF course. The instructors must have two competencies that are trained because of the minimum standards for them that must have 2 competencies, namely; methodological competence with level three

qualifications based on national standards and technical competencies in accordance with the vocation chosen. It is organized by training for instructors with basic trainings or upgrading trainings (Nuraeni et al., 2022).

The government's provision of a basic training for the instructors support an approach of capacity building with which the trainers receive upskilling before they teach to guarantee that the instructors are in line with the EFF instructors' requirement. It promotes the instructors' integrity, competence, and performance in the course (Almubarok et al., 2023). Moreover, the certification process entails quality assurance in holding the EFF course. Lepistö et al. (2022) state that certification can improve Total Quality Management (TQM) dimensions especially in the process and continuous improvement.

The course contains seven competency units of English Skills and one unit of soft skills. It follows the Indonesian National standard of Workforce because every competency-based job training program must make reference to Job Competency Standards, which include International Competency Standards, Indonesian National Job Competency Standards, or Special Competency Standards, in compliance with the Government Regulation No. 31 in 2016 related to The system of National Job Training (Kemnaker RI, 2022). The curriculum following the Indonesian national standards is the representation of standardized learning outcomes and they should be clear, observable, and measurable (Sukirman & Linse, 2024).

Furthermore, curriculum taught at CJTC must be more adapted to the needs of industrial world and refers to the national standards (Nuraeni et al., 2022). The course material is not only focused on technical training to enter the industrial world but can also be focused on entrepreneurship material, considering that CJTC locations are generally far from industry so there are greater opportunities. The training process was supported by active and creative learning with professional instructors and the provision of complete facilities. According to Nuraeni et al. (2022), the challenge for CJTC in the future

is that the equipment and facilities they already have can be used to innovate in the delivery of training in the future.

The government EFForts are great in the continuation of EFF course in the community based JTC of Darussalam. Even though the course was funded by the government, recruitment is still necessary in the process of planning an EFF course before the course starts. The recruitment purposes are to select the trainees with good commitment and ensure that the trainees to be trained are motivated and eligible (Sukirman & Linse, 2024). The recruitment starts by sharing e Pamphlete continued by Trainee Recruitment and interview. It is in line with the statement of Annisa & Pamungkas (2021) showing a good connection between promotion and the trainees' interest in taking part in a training provided by a community based Job Training Center (JTC). Annisa & Pamungkas conducted a research related to the correlation between promotion and the students' interest in joining a course or training of Barista at the JTC of Padang. The result shows that the students' interest in participating in training Baristas are high because the promotions carried out by JTC of Padang are well conducted. Promotion carried out by institutions via social media is categorized as good, clear, and easy to understand and makes readers interested in the promotion. So, that makes the readers interested in taking part in barista training at JTC of Padang.

The management of the English for Frontliners (EFF) course at the Darussalam Community-based Job Training Center (JTC) is primarily influenced by a government-led and centralized course management model, wherein the Ministry of Manpower regulates important choices pertaining to funding, curriculum structure, instructor preparation, and program continuity. In vocational education, this top-down strategy is frequently used to guarantee workforce synchronization, national uniformity, and fair training access.

Government Support Policies (GSP) that support institutional development through facility provision, teacher training, and budget allocation are reflected in the creation of Darussalam JTC in 2019 and

the two-year implementation of EFF training. A Memorandum of Understanding between Darussalam JTC and VPTC Semarang formalizes this structure, which is a collaborative governance model that promotes program sustainability and coordination above institutional dependency. To guarantee methodological and technical qualities, instructor management employs a capacity-building strategy through organized training and competency upgrading. In order to guarantee coherence between curriculum objectives and labor market demands, curriculum implementation uses a competency-based training framework that is in line with national job competency requirements. This framework integrates English and soft skills units with standardized and measurable learning outcomes.

The implementation of the training sessions in Darussalam JTC follows the national standards of workforce competence to ensure the training aligns the standardized trainings in Indonesia. The provided curriculum structure essentially demonstrates granular curriculum for observable and measurable learning outcomes. Furthermore, the integration of soft skills in the curriculum structure complements language skills and competencies. The course is more holistic. Not only does it provide academic credentials, technical and theoretical knowledge but also skills to support their future positions and beliefs with employability resources (Gerasimova & Oblova, 2025).

From the finding, the adequate supporting facilities for the course show government commitment in the logistical readiness. Those facilities also support conducive learning and can reduce the trainees' burden. This kind of support actually enhances the trainees' accessibility and equity as well. The facilities including the various media provided in the course purposefully developed and used are a way to improve the communication of information between the instructors and the trainees (Suryadi et al., 2024). It can support the training transfer and knowledge sharing for acquiring new skills and competence (Mehner et al., 2024).

From the finding, the course is essentially ethically grounded because it followed the rules of *pesantren* so that the interaction was in

accordance with *pesantren* values and norms such as the manner of dressing and behavior, honoring prayer times, and respecting one another. It is in line with the spirit that education has purposes to build Muslim good personality (Mujib et al., 2021).

The results of are in line with earlier studies that highlight the significance of comprehensive, structured, and well-supported vocational training programs. The EFF course's implementation at Darussalam JTC is in line with national workforce competency standards, exhibiting a structured curriculum with measurable, observable, and clear learning outcomes. This supports previous research on the efficacy of competency-based, holistic training that incorporates soft skills and language to improve employability (Gerasimova & Oblova, 2025). Studies that emphasize the importance of learning facilities in promoting efficient communication, knowledge transfer, and skill acquisition are supported by the availability of sufficient facilities and instructional media, which further demonstrates a strong government commitment to logistical readiness and equitable access (Suryadi et al., 2024; Mehner et al., 2024).

Furthermore, Mujib et al.'s (2021) claim that education should promote moral and ethical growth in addition to technical proficiency is supported by the incorporation of *pesantren* ideals into course execution. Despite ongoing difficulties in converting certification into immediate employment outcomes, the use of competency-based assessments and certification in evaluation is consistent with earlier research demonstrating that certification improves trainee confidence, employability, and institutional credibility (Nuraeni et al., 2022).

In the evaluation stage with tests and surveys, the course has many benefits. The evaluation related to competency certification for the trainees is not only beneficial for the workforce but is also beneficial for the institution. Benefits for workers who have certification include; being able to increase self-confidence by having recognized competencies, increasing sales value, greater career opportunities and having clear parameters (Nuraeni et al., 2022). In 2010-2016, VPTC Semarang always met the target participants, but not all training

graduates got the jobs they wanted because many companies that provided conditions had passed the competency test from the relevant bodies.

In the evaluation, the internal tests conducted indicate an approach of a sequential assessment that can enhance reliability and ensure the acquired competencies at every stage before the trainees conduct a test from the external certification institution. This means that Darussalam JTC used formative assessment to identify the advances in the trainees learning more quickly (Carney et al., 2022). The external test shows a formal recognition and credibility to the trainees from the course. And, the course is categorized credible and acknowledged. Moreover, the evaluation conducted for the course through surveys can be the way of a monitoring to see the effectiveness of the EFF course. It can also a kind of a long-term track to the alumni for seeing their future job relevance. In accordance with the report from Darussalam JTC to the VPTC, the government tried to ensure that the course went well covering full course cycle. This can enhance transparency and the accountability of the community based JTC. The fundamental ideas of accountability and transparency are essential to maintai the efficacy and integrity of the public and private sectors (Surjono, 2022).

CONCLUSION

The EFF course management in the community based JTC of Darussalam is well-coordinated and supported by the Ministry of Manpower, Indonesia. Through a planned cycle of preparation, implementation, and evaluation, the administration of the English for Frontliners (EFF) course at the Darussalam Community-Based Job Training Center (JTC) exemplifies an efficient model of government-driven vocational training backed by the Indonesian Ministry of Manpower. A government-driven preparation system is reflected in the preparation stage. This organized cooperation serves as an example of a long-term public-community relationship that upholds program accountability while enhancing institutional capacity.

The course implementation is an example of an educational model based on standards that is enhanced by the incorporation of *pesantren* ideals. This is demonstrated by the integration of *pesantren* principles, such as ethical conduct, respect, and adherence of religious customs. The internal and external evaluation are all integrated into the dual evaluation system used for the EFF course. Through methodical reporting to the Vocational and Productivity Training Center (VPTC) of Semarang, this multi-layered evaluation structure promotes accountability and openness while guaranteeing national acknowledgment of trainee competencies. All things considered, the EFF course at Darussalam JTC is a best-practice model for community-based vocational training in Indonesia, demonstrating how government-funded initiatives can provide access to employment-oriented, ethical, and standardized training that promotes national workforce readiness.

DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES

During the preparation of this work, the authors used ChatGPT to optimize language, editorial assistance, and clarity of academic expressions. The QuillBot was also used for paraphrasing to support sentence structuring. The authors carefully used AI tools to ensure accuracy and compliance with academic and ethical standards and take responsibility for the content of the publication after using these tools/services.

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